



http://



REIL is an initiative of

MCESA

Maricopa County Education Service Agency



User ID (HQT ID)

Password

Login Role:

Evaluator
Analytic User

Login

Logout

Page 1

?


User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

Evaluator Identification

REIL

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[Print Documents](#) | [Evaluation Start Page](#) | [Logout](#)

Evaluation Start Page

Evaluator ID

Auto-Populate from login

Evaluator First Name

Auto-Populate from login

Evaluator Last Name

Auto-Populate from login

MI

Evaluator School Entity ID

Auto-Populate from login

School Name

Auto-Populate from login

Evaluator District Entity ID

Auto-Populate from login

District Name

Auto-Populate from login

Report Information Error

What would you like to do:

☒ Print Field Documents

☒ Enter Scores

Whom are you evaluating ?

☐ Leader

☒ Teacher

Continue

This section appears only if enter scores is selected above

Page 2

A Web Page

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Teacher Demographics Entry and Reports

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Print Documents | Evaluation Start Page | Logout

Teacher Selection

Search by Last Name or ID number

search Search

HQT ID [Populate from Search Results](#)

Last Name [Populate from Search Results](#)

First Name [Populate from Search Results](#)

Middle Initial [Popula](#)

District ID [Populate from Search Results](#)

School ID [Populate from Search Results](#)

District Name [Populate from Search Results](#)

School Name [Populate from Search Results](#)

Report Information

Teacher Type:

Continuing
Non-Continuing

Save

Not counting the current school year, how many TOTAL years of teaching experience does this teacher have? Include years outside of this school/district.

0
1-2
3-10
11+
Not known

Enter Session Date: /

What session:

☐ Pre-Conference
☒ Observation
☐ Post-Conference

Enter Evaluation Scores

Print Documents

View and Print Observation Cycle Reports

View and Print Summative Cycle Reports

Observation and Summative Reports Button spawn browser windows

Approved

User can logout only after save.
Otherwise session is abandoned.
There should be a warning to save work
before logging

Page 3

Selecting the Teacher
populates this form.

Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
<input checked="" type="checkbox"/>	Smith	10001	09/01/10	Observation	Saved
<input type="checkbox"/>	Smithson	2002	09/15/10	Documentation	Submitted
<input type="checkbox"/>	Smithy	3004			

A Web Page

http://

Error Form

This will provide information and or
send an email to a support group
TBD.

Submit Error Report

Continuing - employed by the school
district for more than the major portion of
three consecutive school years

Non-continuing - has not been employed by
the school district for more than the major
portion of three consecutive school years

Sessions must be
completed in order
top to bottom

Enter Evaluation Scores
Saves session information
to database

View and Print
Reports are not
active until scores
are submitted.



http://



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[Print Documents](#)[Evaluation Start Page](#)[Logout](#)

Page 4

Select Documents

Leader Field Documents

Observation

- ☐ Leadership Team Meeting
- ☒ Business Meeting
- ☐ Professional Development Learning Meeting
- ☒ Grade Level/Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-thru Visit of Classroom

Documentation

- ☐ Continuous Improvement Plan and Budgets
- ☒ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

Pending Review

Teacher Field Documents

- ☐ Observation Score Collection Sheet

- ☐ Observation Setting Analysis Document

Teacher Documents Section Approved

Complete Observation Sets

- ☐ Leading Observation Instrument (Principal)

- ☐ Learning Observation Instrument (Teacher)

[Preview Selected Documents](#)[Print Selected](#)

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.

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Short Score Collection Sheet 849 x

http://

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Print
Close

Teacher Name: _____ School Name: _____ District Name: _____



Assignment: _____
Grade Observed: _____
Subject Observed: _____

Observation 1
Observation 2

Pre Obs Post Pre Obs Post

Dates: _____

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding						
Task Analysis						
Connections to Content						
Content Accessibility						

Formative Assessment Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment						
Student Progress						
Correct Level of Difficulty						

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge						
Practice / Aligned Activity						
Feedback						
Monitor and Adjust						
Analysis of Instruction						

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction						
Teacher-to-Student Interaction						
Authentic engagement / Quality of Work						
Critical Thinking						

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures						
Responsibility for Learning						
Monitoring and Responding to Student Behavior						
Relationships						

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities						
Collaboration with Colleagues						
Engagement with Families						
Communication with Families						
Leadership						



Learning Observation Analysis Document

Print

Teacher Name: _____ School Name: _____ District Name: _____
 Assignment: _____
 Grade Observed: _____ Date: _____
 Subject Observed: _____

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/tasks. (4e, 4f, 7a)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students' application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Facilitates content accessibility by accommodating or modifying the problem, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying the problem, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (51%-41%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying the problem, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (11%-51%) as evidenced in planning data. (2a, 2e, 5f)		

Formative Assessment Rubric

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Real Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students during the lesson and at the end of the lesson, and reviews related behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		

Instructional Strategies

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Modeling	Explicitly models an exemplary product/performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/performance by labeling steps/concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffold questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffold questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffold questions to class to guide understanding and clarify misunderstandings. Solidifies learning after constructed experience with clear vocabulary or labels. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)		

Evaluator Notes: These will not print on the teacher reports

This page is a spawned window.

Represents the Learning Observation Document - This is only partial, show the first two rubrics and one element of the third rubric. There are nine more elements not shown

Approved

Grade and Subject are combo boxes. MCESA will investigate ETL extraction to populate these dropdowns: v. 1 may be freeform. v2. goal will be to have these as dropdowns. By 10-14 we will have core values. Assignment is free form text.

Education Service Agency



Observation Entry Form

Teacher:

Assignment:

Grade Observed:

Subject Observed:

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 Observation Date: 12/12/12 Post-Conference Date:

[Content](#) | [Formative Assessment](#) | [Instructional Strategies](#) | [Learning Engagement](#) | [Learning Community](#) | [Professional Responsibilities \(Optional\)](#)

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3	2	1	0	Comments
Element	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)		
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students applying disciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)		

Evaluator Notes: These will not print on the teacher reports

Page 7

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

[Print Documents](#)[Evaluation Start Page](#)[Logout](#)

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Submit will be disabled until all required values for all rubrics are submitted.
(6.1.4.5,6)

Observation Entry Form

Teacher

Teacher Name:

Assignment:

Free Form Text

Save

Clear All

Submit

Return to Teacher Selection

Grade Observed:

Drop Down Control

The post conference must be completed within five business days from classroom observation. date

Subject Observed:

DropDown Control

Pre-Conference
Date: 12/12/12Observation
Date: 12/12/12Post-Conference
Date:
[Content](#) | [Formative Assessment](#) | [Instructional Strategies](#) | [Learning Engagement](#) | [Learning Community](#) | [Professional Responsibilities \(Optional\)](#)

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Real-Time Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b) Pre-		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the teacher reports

Page 8

If Clear All is selected the decision will be validated:
Are you sure?
Only the elements on this tab would be cleared.


Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

Content : Conceptual Understanding



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Maricopa County Education Service Agency

[Print Documents](#) | [Evaluation Start Page](#) | [Logout](#)

Observation Entry Form

Teacher: Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save Clear All Submit Return to Teacher Selection

The post conference must be completed within five business days from classroom observation date

Pre-Conference Date: 12/12/12

Observation Date: 12/12/12

Post-Conference Date:

Content

Formative Assessment

Instructional Strategies

Learning Engagement

Learning Community

Professional Responsibilities (Optional)

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

	5	4	3	2	1	0	Comments
Element Modeling Or Constructing Knowledge	Meets Criteria at levels 3, 4, and 5 Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Meets criteria at levels 3 and 4 Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8f)	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8f)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8f)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development, asks questions to promote learning. (8d, 8e, 8f)	Presents problem/situation with discussion. (8d, 8e, 8f)			
Practical / Aligned Activity	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community.	Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d)	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice. Actively guides and scaffolds individual students as they practice the objective and move toward mastery (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d)	Assigns independent practice or conceptual development activity. (6d, 8d)		
Feedback during the lesson	Students accurately apply specific feedback to advance their learning. (6d)	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d)	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d)	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d)	Provides academic feedback during the lesson. (6d)		
Feedback during the lesson	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b)	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b)	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/ or adjust instruction. (8a, 8b)	Utilizes overt responses from at least half (50%) of the students to either move forward with/ or adjust instruction. (8a, 8b)	Utilizes overt responses from less than half of the students to either move forward with/ or adjust instruction. (8a, 8b)		

Evaluator Notes: These will not print on the teacher reports

Submit will be disabled until all required values for all rubrics are submitted.
(6.1.4.5,6)

If Clear All is selected the decision will be validated:
Are you sure?
Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

Observation Cycle Report

Teacher Name: Previously EnteredSchool Name Previously EnteredDistrict Name Previously Entered

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This page is a spawned window.

Elements with no values will have dashes to indicate there is no possible value.

Cycle 1

[Some Assignment](#)[Some Grade](#)[Some Subject](#)

Rubric

Element Totals

Points Earned

Points Possible

Rubric	Date of Session:					Totals	Points Earned	Points Possible
	08/08/12	08/09/12	08/10/12	Sum	Points Possible			
Content	Element	Pre	Obs	Post	Sum	Points Possible		
	Conceptual Understanding	—	4		4	5	15	25
	Task Analysis	2	3		5	10		
	Connections to Content	—	3		3	5		
	Content Accessibility			3	3	5		
Formative Assessment	Real Time Assessment	2	3		5	5	10	15
	Student Progress			2	2	5		
	Correct Level of Difficulty			3	3	5		
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30
	Practice/Aligned Activity		2		2	5		
	Feedback (during the lesson)		2		2	5		
	Monitor and Adjust		2		2	5		
	Analysis of Instruction			3	3	5		
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25
	Teacher-to-Student Interaction		1		1	5		
	Authentic Engagement/Quality of Work		2		2	5		
	Critical Thinking	3	3		6	10		
Learning Community	Routines and Procedures		3		3	5	9	20
	Responsibility for Learning		2		2	5		
	Monitoring and Responding to Student Behavior		2		2	5		
	Relationships		2		2	5		

Observation Total:

60

115

Professional Responsibilities (Optional)	Element	Pre	Obs	Post	Sum	Points Possible	20
	Engagement in Meaningful and Appropriate...				0	5	
	Collaboration with Colleagues				0	5	
	Engagement with Families				0	5	
	Communication with Families				0	5	
	Leadership				0	5	

Comments
 lorem ipsum dolor sit amet,
 consectetur adipiscing elit,
 sed do eiusmod tempor
 incididunt ut labore et dolore
 magna aliqua.

Comments

Comments

Comments

Comments

Comments

Save is visible only when
 Reinforcement and
 Refinement have values

Evaluator Name:

Today's Date 12/12/12

Rubric

Element

Content

Conceptual Understanding

Reinforcement

Some text is entered here.

256 Character maximum entry

Rubric

Element

Learner Engagement

Critical Thinking

Refinement

More text is entered here.

Educator Goal

Save

Close

Preview

Submit

Override Scores

Overriding scores
 will unlock all the
 scores so that they
 can be re-entered.

Override Scores: Unlocks Scores
 and takes user to Teacher Entry
 Page.. Override scores is disabled
 until Submit has been completed.
 Override can only be used once
 per cycle.

Can be submitted only after
 Reinforcement and
 Refinement are entered.

Observation Cycle Report

Teacher Name:

School Name

District Name



Cycle 1

Some Assignment

Some Grade

Some Subject

Rubric

Approved -
need verbiage
below

Rubric	Date of Session:	Element Totals					Points Earned	Points Possible	Comments
		08/08/12	08/09/12	08/10/12	Pre	Obs	Post	Sum	Points Possible
Content	Element								
	Conceptual Understanding		4			4		5	
	Task Analysis	2	3			5		10	
	Connections to Content		3			3		5	
Formative Assessment	Content Accessibility			3		3		5	
	Real Time Assessment	2	3			5		5	
	Student Progress			2		2		5	
	Correct Level of Difficulty			3		3		5	
Instructional Strategies	Modeling or Constructing Knowledge	3	3			6		10	
	Practice/Aligned Activity		2			2		5	
	Feedback (during the lesson)		2			2		5	
	Monitor and Adjust		2			2		5	
	Analysis of Instruction			3		3		5	
Learner Engagement	Student-to-Student Interaction		2			2		5	
	Teacher-to-Student Interaction		1			1		5	
	Authentic Engagement/Quality of Work		2			2		5	
	Critical Thinking	3	3			6		10	
Learning Community	Routines and Procedures		3			3		5	
	Responsibility for Learning		2			2		5	
	Monitoring and Responding to Student Behavior		2			2		5	
	Relationships		2			2		5	
Observation Total:							60	115	
Professional Responsibilities (Optional)	Element								
	Engagement in Meaningful and Appropriate...					0		5	
	Collaboration with Colleagues					0		5	
	Engagement with Families					0		5	
	Communication with Families					0		5	
	Leadership					0		5	

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Today's Date: 12/12/12

Teacher Name will print here

Signature

Evaluator Name will print here

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Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

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Summative Cycle Report

Page 12

Teacher Name:

School Name

District Name

Observation
Cycle 1

Some Assignment
Some Grade
Some Subject

Observation
Cycle 2

Some Assignment
Some Grade
Some Subject

Rubric	Points Earned	Points Possible	Points Earned	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
	60	115	70	115

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Points
Earned 130
Points
Possible: 230

Summative Total:

Professional Responsibilities (Optional)	0	20	0	20
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Reinforcement	Rubric Content	Element Conceptual Understanding	Rubric Content	Element Conceptual Understanding
	lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	
Refinement	Learner Engagement	Critical Thinking	Learner Engagement	Critical Thinking
	lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	

Educator Goal

Today's Date: 12/12/12

Teacher Name

Signature

Print

Evaluator Name:

Signature

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